Magnet Schools Assistance Program
2004 Abstracts

Grantee: Tucson Unified School District, Tucson, Arizona
Project Name: Magnet Schools Assistance Program
Project Director: Barbara Benton (520) 225-6060; bcbenton@comcast.net
Year 1 Funding: $3,107,088 Total (3-Year) Funding: $9,638,862
Number of Schools Served: 5
Number of Students Served: 5,244

Tucson Unified School District has been under both a desegregation order and a corrective action plan from the Office for Civil Rights to desegregate some of its schools since 1978. The District has been experiencing a steady increase in the number and percentage of minority students necessitating the addition or revision of additional magnet schools to prevent and reduce further minority group isolation of students.

The goals of this project are to reduce and prevent minority group isolation in two high schools, and three middle schools; develop and utilize innovative practices and methods designed to improve educational achievement of students and reduce the gap in achievement between minorities and nonminorities; implement systemic change; and increase the attainment of tangible and marketable vocational skills of students.

The program goals will be accomplished through the addition of a new magnet program and a significant revision at four current magnet programs. Howenstine Magnet High School had its beginning as a segregated special education school. Through an initiative to integrate the facility it became a magnet school with a service learning emphasis which will be the focus of the new program at this site. Booth Fickett K-8 Magnet School, Safford Magnet Middle School, Utterback Magnet Middle School, and Tucson Magnet High School will significantly revise their program to create school-wide magnet programs with the theme of Mathematics Across the Curriculum, a new area of emphasis at these sites.

Grantee: ABC Unified School District, Cerritos, California
Project Name: Magnet Schools Assistance Program
Project Director: Mary Sieu (562) 926-5566 x 21126; mary.sieu@abcusd.k12.ca.us
Year 1 Funding: $1,911,959 Total (3-Year) Funding: $5,388,706
Number of School Served: 3
Number of Students Served: 1,794

ABC Unified School District (ABC USD) serves all or part of five communities in southeastern Los Angeles County: Artesia, Cerritos, Hawaiian Gardens, East Lakewood, and a tiny sliver of Long Beach. The ABC communities are a rich mosaic of languages and predominantly immigrant cultures running the gamut from Spanish to Portuguese to Korean to Gujarati. This project represents a new approach for ABC USD to promoting diversity in schools that are now experiencing acute minority-group isolation, while expanding the choices of students enrolled in lower-performing schools to transfer to higher-performing schools.

This application proposes to create a system of new and existing magnet schools linked by themes across grade configurations to other schools in very different parts of the district, so as to encourage what has been difficult to achieve to this point: a substantial number of students willing transfer to schools in communities other than those in which they reside. An example of a science system would be Niemes Elementary School in Artesia (in this application) to Fedde Middle School in Hawaiian Gardens (an existing magnet school) to the engineering module at Artesia High School in Lakewood (an existing magnet program).

In addition to Niemes Elementary School in Artesia, which will implement an Environmental Sciences theme, the other two new magnet schools will be Carver Elementary (Communications), which will operate without attendance boundaries, and Ross Middle School (Creative Arts). The last two are both in Cerritos.

Ross Middle School is currently in Program Improvement; a major goal of this project will be to enhance instruction at that site. Niemes and Carver will recruit students from elementary schools in the Hawaiian Gardens community that are currently in program improvement or at risk of entering that status.

Grantee: Desert Sands Unified School District, La Quinta, California
Project Name: Magnet Schools Assistance Program
Project Director: Ann Morales (760) 771-8601; annm@surf.dsusd.k12.ca.us
Year 1 Funding: $3,061,578 Total (3-Year) Funding: $8,657,487
Number of Schools Served: 6
Number of Students Served: 6,799

The Desert Sands Unified School District (DSUSD) serves five separate communities—-Indio, La Quinta, Indian Wells, Palm Desert, and a portion of Rancho Mirage—and the additional unincorporated but residentially developed area of Bermuda Dunes. The population of the Desert Sands communities today is slightly over 150,000, a 20.4% increase since the 2000 census. Racial/ethnic and socioeconomic characteristics vary greatly across DSUSD, with minority population concentrated in the east and non-minority population in the west.

DSUSD currently operates three magnet schools: two in Indio and one in La Quinta, all of which have proved successful in meeting their goals for reduction of minority-group isolation and enhancement of academic performance. This project would add six new magnet schools in Indio, DSUSD's most severely minority-isolated area. Themes for the new magnet schools, shown below, have been chosen on the basis of (1) parent interest, especially in feeder-school attendance areas, and (2) their potential for forming part of a system of K-12 articulated programs as has been done so successfully with the existing magnet schools:

- Carreon Elementary—Health Sciences
- Indio Middle School—Health and Medical Sciences
- Jefferson Middle School—Communication Arts
- La Quinta Middle School—International Baccalaureate Middle Years Programme
- Wilson Middle School—Law-Related Education
- Indio High School—Medical Science; Law; Visual & Performing Arts

Grantee: Fresno Unified School District, Fresno, California
Project Name: Magnet Schools Assistance Program
Project Director: Sharon L. Hart (559) 457-3186; slhart@fresno.k12.ca.us
Year 1 Funding: $2,737,434 Total (3-Year) Funding: $8,330,733
Number of Schools Served: 5
Number of Students Served: 6,764

Fresno Unified School District (FUSD) serves the city of Fresno, a major urban area in Central California surrounded by the farmlands of the San Joaquin Valley, which has made the state the number one agricultural producer in the nation. The population of Fresno has been extremely diverse almost since its founding in the mid-19th century.

Today growing numbers of Hispanic newcomers join earlier immigrant groups daily; the federal government uses Fresno as a place of resettlement for Southeast Asian refugees, particularly Hmong. Because of large increases in minority population in recent decades and the loss of non-minority students to surrounding suburban districts, it has been a constant struggle for the district to avoid minority-group isolation in its schools.

This project represents a carefully crafted effort to address this problem. A new elementary school will open in downtown Fresno in September 2005 will draw from throughout the city. This new school, which is not expected to have a problem with minority-group isolation because it will draw from throughout the city, will offer a science theme that it shares in common with minority-group-isolated Sequoia Middle School, to which it will feed. The addition of this new elementary school to the Sequoia feeder pattern will help reduce minority group isolation at Sequoia Middle School. Additionally, Hamilton (a K-8 school), Wawona Middle School, and Fresno High School will all offer international studies themes, providing a K-12 continuum that will take advantage of Fresno's multicultural riches and lead to the establishment of International Baccalaureate programs at Wawona Middle School and Fresno High School.

Grantee: Long Beach Unified School District, Long Beach, California
Project Name: Arts & Academic Collaboration for the Middle Years and Beyond
Project Director: Angela Marcano (562) 997-8308; amarcano@lbusd.k12.ca.us
Year 1 Funding: $3,190,763 Total (3-Year) Funding: $7,780,385
Number of School Served: 5
Number of Students Served: 5,769

The district's magnet schools project proposes to establish new magnet programs at Butler and Hudson K-8 Schools, Hill and Stephens Middle Schools, and Renaissance High School. Instructional themes will vary by site and are as follows:

- Butler - Visual and Performing Arts
- Hill - Classical Education
- Hudson - International Baccalaureate
- Stephens - Visual and Performing Arts
- Renaissance - Visual and Performing Arts

Within all themes and classes, academic and workplace applications of advanced technology will be emphasized.

Grantee: Moorpark Unified School District, Moorpark, California
Project Name: Flory Academy of Sciences and Technology
Project Director: Cherie Webb (805) 378-6303; cwebb@mrpk.k12.ca.us
Year 1 Funding: $381,508 Total (3-Year) Funding: $1,067,613
Number of School Served: 1
Number of Students Served: 665

Flory Academy for Science and Technology (F.A.S.T.) will be a K-5 magnet school designed to provide high quality instruction for 665 students from throughout the community. The school's focus will be on science, technology and mathematics. It will include a science laboratory, equipment, and computers, and Media Center, and full-time staff for science, math, and technology support. All core academics will be integrated with the science and math curriculum.

The major objectives of the F.A.S.T. magnet school will be to: 1) eliminate minority group isolation; 2) create a school climate that embraces diversity and that leads to the development and growth of all students; 3) present a choice option to parents; 4) strengthen academic knowledge and marketable skills of students; 5) build capacity through professional development activities; 6) build capacity so that successful project activities will be sustainable and replicable; 7) decrease the academic achievement gap; and 8) increase parent involvement.

By the end of the project funding cycle, the project expects to achieve results that include the elimination of minority group isolation at the magnet school and feeder schools; increased numbers of students meeting State and Federal growth targets in English/Language Arts and mathematics at levels of proficient or advanced; highly trained staff able to implement project strategies; gradual decreases in achievement gap leading to closing the gap for all students and increased parent participation in and support for the magnet school.

Grantee: San Jose Unified School District, San Jose, California
Project Name: Magnet Schools Assistance Program
Project Director: Norris Hill (408) 535-6067; Norris_Hill@sjusd.org
Year 1 Funding: $2,505,951 Total (3-Year) Funding: $7,227,740
Number of School Served: 6
Number of Students Served: 5,276

The San Jose Unified School District has identified two geographical areas that are in great need of intervention in terms of desegregation and student achievement, the Downtown and Blossom Valley areas. The district desires to improve schools in these areas by enhancing academic programs, reducing minority and economically disadvantaged isolation, and by improving student achievement and closing the achievement gap between minority and non-minority students.

The district is proposing two new magnet strands to provide articulated K-12 programs affecting two high schools, two middle schools and three elementary schools, six of which are included in this project. These articulated programs will be accomplished by significantly modifying four existing secondary magnet schools and introducing two new elementary magnets.

Two new magnets, located at Horace Mann and Anne Darling Elementary Schools, will introduce the principles of the International Baccalaureate (IB) program at the K-5 level, making available a K-12 magnet strand that incorporates the philosophies, methodologies and structure of the International Baccalaureate Organization (IBO). These two magnet programs will link students to the IB Middle Years Program (IBMYP) at Burnett Middle School and eventually to the IBMYP and Diploma Programs at San Jose High Academy.

The two schools that already make up the 6-12 strand of the IB theme will significantly modify their programs by meaningfully involving increasing numbers of under-represented students in IB programs that traditionally have been identified with highly successful, academically accomplished students. While the IBMYP at Burnett and SJHA are whole school, inclusive programs and the IB Diploma Program in grades 11 and 12 is open to all students, many students are arriving at the eleventh grade unprepared to undertake the challenging Diploma Program. In order to increase student readiness to accept the challenge of more advanced courses and to prepare them to compete successfully in a rapidly changing information-driven, technology intensive economy, both schools will develop new organizational structures and learning environments that will accelerate student academic skill development. Two major strategies will be developed to attract a diverse student population, to accelerate academic skill development, and to improve student expectations to participate in more challenging aspects of the curriculum at both schools. One is the integration of technology as a major tool in the day-to-day work and research of students. The other is to organize schools into small learning communities that are student centered and project based, providing students with a much more personalized educational experience.

A new K-12 magnet strand will be introduced through the development and implementation of a major change in the magnet theme at Gunderson High School and a major revision of the existing magnet at Steinbeck Middle School, Gunderson's primary feeder. The introduction of an Integrated Technology in the Arts and Sciences magnet theme at each school takes the use of technology as an effective educational tool to a new advanced level in engaging students as self-directed learners. All students will be provided a laptop and training in software applications that will enable them to pursue project-based learning throughout the curriculum. High-end multimedia laboratories will be available that will provide students access to advanced applications. Teachers will receive training that will enable them to effectively include project based, problem-solving, student driven learning experiences using technological applications in real life situations as a major mode of inquiry in their various disciplines. Gunderson and Steinbeck will provide students an exciting performance based environment where the intellectual and problem-solving growth of students, rather than technology, is the focus.

Grantee: San Mateo-Foster City School District, San Mateo, California
Project Name: Magnet Schools Assistance Program
Project Director: Pendery A. Clark (650) 312-7777; pclark@smfc.k12.ca.us
Year 1 Funding: $2,290,218 Total (3-Year) Funding: $6,200,420
Number of School Served: 7
Number of Students Served: 3,052

San Mateo-Foster City will implement a magnet program consisting of seven magnet schools. The themes are briefly discussed below.

Fiesta Gardens Elementary (K-5) offers a *Two-Way Language Immersion/Global Studies Magnet.* It is designed to help students learn about other countries and peoples of the world.

Albion Horrall Elementary (K-5) offers ***Technology Integration Magnet Education*** *(TIME).* It is designed to help students gain the skills they need in the 21st Century. Special features include a video production studio, closed circuit TV, a computer lab, internet access in all classrooms and an opportunity to work on real world projects via the internet.

North Shoreview (K-5) offers a *Montessori Program with an emphasis in the Arts.* It is designed to integrate the arts into the Montessori curriculum and enable students to achieve high academic standards. Its special features include Orff music classes, an Artist in Residence Program, dance classes and an art gallery.

San Mateo Park Elementary (K-5) offers a *Math/Science Magnet Program.* It is designed to prepare students from diverse backgrounds to enroll in accelerated math and science academic. Its special features include Lego robotics, math and science labs, accelerated critical thinking using math games and extended learning activities.

Sunnybrae Elementary (K-5) offers a *Primary Years International Baccalaureate Program.* It will develop an accelerated curriculum in which all students achieve at high levels both academically and socially. Its special features include a foreign language component, community service projects and a global emphasis.

Turnbull Learning Academy (K-5) offers a *School of Talented and Gifted Education (STAGE) Magnet* designed to enhance the learning opportunities for all students. It features a compacted academic curriculum in the morning and elective choices in the afternoon.

Bayside Middle (6-8) offers a *School for the Performing Arts and Creative Technology.* It is designed to prepare students for a competitive society. Its special features include an integrated fine arts program including visual arts, music, drama and dance; projects associated with world-wide art galleries and museums; and an integrated technology program with digital production studios.

Grantee: Stamford Public Schools (Academy for Information Technology)
Project Name: Magnet Schools Assistance Program
Project Director: Susan Paley (203) 977-4336; spaley@ci.stamford.ct.us
Year 1 Funding: $655,285 Total (3-Year) Funding: $1,953,674
Number of Schools Served: 1
Number of Students Served: 650

The Stamford Public Schools magnet project, in cooperation with a consortium of suburban school districts, supports the development and implementation of the Academy of Information Technology (AIT) as a new interdistrict magnet school.

This project seeks to fulfill all requirements of the program by reducing racial, ethnic and economic isolation at the AIT and providing an exceptionally high level academic program with a thematic focus on information technology, architecture and engineering.

Recently recognized as an interdistrict magnet school by the Connecticut State Department of Education, the school will draw students to this school from the affluent suburban school districts surrounding Stamford as a result of the strength of its information technology, architecture and engineering curriculum. The school will add 341 students to the enrollment in a new facility designed around the theme of the school for a total enrollment by September 2007 of 650 students.

The academic program at the AIT is career oriented. Classes in many of the fields of study offered at the AIT are project oriented. Opportunities for study will be provided that are not available to students in surrounding school districts to increase the attraction for suburban students. Among these opportunities is the ACE (Architecture, Construction Management and Engineering) Mentor Program, a national program exposing students to the construction industry, work/study opportunities and Project Lead the Way which offers challenging courses in the field of engineering based upon the national design and standards for excellence. Accompanying these innovative programs is an expanded core of knowledge in digital and visual literacy, inventive problem solving, critical thinking and teaming combined with traditional academics and a wide array of advanced placement courses.

There are no academic entrance requirements for this school. The curriculum is demanding but formulated to work for a broad range of students in an environment in which aptitude and attitude, and not just academic performance is the measuring stick. Selection of the students will be by lottery when the number of students exceeds the number of available seats. Stamford Public Schools will be responsible for the operation of the school and grant and will be assisted by an interdistrict governance board composed of Stamford, New Canaan, Darien, Greenwich and Norwalk that will serve as an advisory capacity. An advisory board consisting of local business and industry employing technology in their operation will team with colleges and university to provide direct advice and assistance to the school.

Grantee: Hartford Public Schools, Hartford, Connecticut
Project Name: Hartford Interdistrict Magnet Schools
Project Director: Ed Linehan (860) 695-8546; magnetschs@aol.com
Year 1 Funding: $2,621,387 Total (3-Year) Funding: $8,643,902
Number of Schools Served: 8
Number of Students Served: 3,357

The Pathways to Technology Magnet School's primary goal is to provide a rigorous academic program that emphasizes technology-related skills as well as career exploration and preparation for higher education and/or employment in the field of technology.

The primary goal of the Greater Hartford Classical Magnet School is to give students a foundation in the Classics through which to better understand the contemporary world, using the *Paideia* pedagogy.

Noah Webster Microsociety Magnet School will adopt *Microsociety* as its theme. The *Microsociety Program* is an innovative reform model of education that puts meaningful work into the experience of childhood. Its vision is to build a functioning miniature society in which teachers, students, parents, and community partners work together.

The Simpson-Waverly Classical Magnet School will give students a foundation in the Classics through which to better understand the contemporary world, using the *Paideia* pedagogy. The classical studies theme and the focus on self government will make Simpson-Waverly a unique learning environment.

The University High School of Science and Engineering will use the Early College Model that bridges secondary and higher education. The primary focus of University High School is to effectively prepare graduates for pursuing further education and careers in a range of scientific, engineering, and technological fields.

The Anne Fisher Magnet School will be a *Multiple Intelligences* magnet. Students will have the opportunity to explore their individual intelligences through linguistic, logical-mathematical, musical, naturalistic, spatial, bodily kinesthetic, interpersonal, intrapersonal and naturalist activities.

The Capital Interdistrict Magnet will be housed on the campus of Capital Community College, and school will use the *Early College Model* that bridges secondary and higher education. Through the magnet school's unique collaboration with the college, students in the school will be able to simultaneously obtain an associates degree from Capital Community College and a high school diploma.

The R.J. Kinsella Magnet School will be centered around the *Reggio-Emilia* approach to education. The *Reggio* approach works from the premise that children of all ages are readers, writers, singers, dancers, musicians, builders, actor, artists, and most important, architects of their own learning.

Grantee: LEARN, Old Lyme, Connecticut
Project Name: We're In This Together (WITT)
Project Director: Virginia Z. Seccombe (860) 434-4800; vseccomb@learn.k12.ct.us
Year 1 Funding: $614,505 Total (3-Year) Funding: $2,575,152
Number of Schools Served: 4
Number of Students Served: 885

The WITT project will develop and implement one significantly revised magnet school and three new magnet schools addressing the needs of low-achieving, racially isolated students and their families in New London.

Despite Connecticut's image of a wealthy state, many families and individuals in this shoreline community struggle to meet basic needs and many suffer from unemployment and underemployment as well as low English speaking/writing skills. New London, a small city with a very concentrated low-income and minority population, suffers from many of the same urban challenges as do the largest cities in the state.

The absolute priority of WITT will be to reduce racial isolation and improve academic achievement of New London students, through the significant program revision of the Regional Multicultural Magnet School and the development of three new schools: The Friendship School, the Marine Science High School of Southeast Connecticut and the Science & Technology High School of New London.

The specific goals of the WITT project are to reduce racial isolation in the New London Public Schools student population over a 3 year period through a school choice plan encompassing 4 theme-based magnet schools and to have students meet or exceed Connecticut's adequate yearly progress through access to more rigorous academic content and developmentally appropriate skill acquisition, using a variety of performance-based assessments.

Grantee: New Haven Public Schools, New Haven, Connecticut
Project Name: Magnet Schools Assistance Program
Project Director: Judith Falaro (203) 946-5696; Magnet@new-haven.k12.ct.us
Year 1 Funding: $1,514,573 Total (3-Year) Funding: $4,875,211
Number of Schools Served: 2
Number of Students Served: 910

The Jackie Robinson Primary and Middle Years International Baccalaureate (IB) Interdistrict Magnet will offer a comprehensive, inquiry-based approach to teaching and learning. It provides an internationally designed model for concurrency in learning and incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. The IB program stresses the interconnectedness of content and critical thinking. Children from the age of eight are expected to begin learning a foreign language to enhance an international perspective. IB is driven by pedagogy rather than content area. The program is based on a school's commitment to "structured inquiry," through overarching organizing questions that pervade instruction across the curriculum. It originates from the belief that students bring their own prior knowledge to each learning experience. In the context of a total learning environment, it is the teacher's responsibility to build on this prior knowledge, provide appropriate experiences, and help students construct meaning from each of these learning opportunities.

At the Barnard Environmental Studies Interdistrict Magnet School, environmental studies are the connecting web that weaves throughout the curriculum. Barnard not only believes that an integrated approach to environmental studies provides a rich opportunity to make students environmentally and socially conscious, but also that it promotes higher student achievement. Students will benefit from innovative curriculum approaches including outdoor learning, participation in community projects, and cooperative group work. Barnard graduates will stand out in their preparation for future learning, the quality of their relationships with others and their understanding of how all things, human and natural, are connected.

Grantee: Bay District School Board, Panama City, Florida
Project Name: Magnet Schools Assistance Program
Project Director: Linwood Barnes (850) 872-4675; barneli@mail.bay.k12.fl.us
Year 1 Funding: $748,084 Total (3-Year) Funding: $1,759,406
Number of Schools Served: 1
Number of Students Served: 398

The Bay County School District project establishes a new school-wide magnet program at Oscar Patterson Elementary Magnet School.

This school was selected based on the standing within the district as a school with racial isolation. Oscar Patterson Elementary Magnet School has been a historically black school since its inception in 1920. In 1963, a Federal Court Order mandated the desegregation of the student population to be 50% black, 50% other. Because of the adoption of School Choice, Oscar Patterson Elementary Magnet School presently has a population 86% black with free and reduced lunch at 92%.

Oscar Patterson Elementary Magnet School will offer a school-wide magnet program for mathematics, science and technology. The magnet program, with its distinctive themes, will restructure curriculum, incorporate technology, and provide a unique learning environment that will expand traditional school space and time boundaries. Learning environments will be more focused on cooperative problem solving that will address learning needs of all students, especially underachieving students.

Curricula will be based upon Florida's System of School Improvement and Accountability Act Goal 3: Student Performance Standards, which attempt higher standards to reach National Education Goals. All program designs reflect the belief that "technology is the future when educating children."

Grantee: Brevard County Public Schools, Viera, Florida
Project Name: Magnet Schools Assistance Program
Project Director: Vicki Mace (321) 633-1000; macev@brevard.k12.fl.us
Year 1 Funding: $2,060,553 Total (3-Year) Funding: $5,935,212
Number of Schools Served: 4
Number of Students Served: 2,382

Although Brevard, Florida, often referred to as Space City, USA, houses Kennedy Space Center, NASA, Patrick Air Force Base, United Space Alliance, and Boeing, the school district also houses pockets of racial isolation and poverty.

The magnet schools targeted in this project all significantly exceed the school district minority population rate and the district poverty rate. Students at all four of these magnet schools did not make adequate yearly progress (AYP) in 2002-03, with over 50% of the students below the proficient level in reading, mathematics, writing and/or science on the Florida Comprehensive Achievement Test (FCAT).

Cambridge Elementary will implement and arts and science program; Endeavor Elementary School will implement a program that integrates technology across the curriculum; Golfview Elementary will implement a mathematics, science and technology program; and McNair Middle School will implement a performing arts program.

In order to improve our students' knowledge of academic subjects, the project will provide intensive teacher training in scientific-research based methods specifically proven in schools with similar demographic profiles.

Grantee: Duval County Public Schools, Jacksonville, Florida
Project Name: Duval County's Next Generation of Magnet Schools
Project Director: Sally Hague (904) 390-2082; hagues@educationcentral.org
Year 1 Funding: $3,287,072 Total (3-Year) Funding: $9,370,170
Number of School Served: 7
Number of Students Served: 6,309

Jacksonville is a city on the brink of greatness. New growth is everywhere, with new housing, new businesses, and new excitement. The phenomenon is visible not only at the beaches and outlying areas, but also in the downtown area that is taking on an exciting new life as well. Amid all of this growth, Duval County Public Schools remains true to its commitment to diversity in the classroom. Magnet programs continue to prompt, remind, and nudge the community toward this important goal for our children.

In this project, Duval County will spotlight seven schools in downtown Jacksonville, close to the workplaces of many parents. All magnet schools have a site governance team, composed of administration, staff, parents, and community partners, that makes decisions related to curriculum, technology, and budget.

The following chart provides a brief sketch of the schools chosen for this project:

R. L. Brown Elementary	Primary and Middle Years International Baccalaureate
Robinson Elementary	Mathematics, Science and Pre-Engineering
Paxon Middle School	Mathematics, Science and Pre-Engineering
John Ford Elementary	Montessori/Spanish Language Immersion
Brentwood Elementary	Visual and Performing Arts
Matthew Gilbert Middle	Middle Years Career Academy
Highlands Middle School	Military/Aviation Sciences

The schools presented in this project represent the first step in the next generation of magnet schools for Jacksonville. It is the first chance the district has had to refresh and retool magnet offerings since receiving unitary status.

FLORIDA

Grantee: School Board of Broward County, Fort Lauderdale, Florida
Project Name: Future Choice Program
Project Director: Leona Maracola (754) 321-2380;
leona.maracola@browardschools.com
Year 1 Funding: $2,232,226 Total (3-Year) Funding: $6,566,173
Number of School Served: 4
Number of Students Served: 6,967

The School Board of Broward County's Future Choices Project seeks to significantly revise four locally funded magnet programs-within-a-school into school-wide programs at one middle school and three high schools.

The Broward County Public Schools are the ideal model of the diverse community that will be represented throughout the United States within the next ten years. The district's magnet programs successfully provide choice to all students while providing high-quality technical and academic coursework to students from racially and economically diverse backgrounds. The Future Choices project will result in a model for all urban and suburban districts that struggle with the barriers of integrating technical and academic coursework, along with integrating a diverse racial and socioeconomic student body.

With MSAP grant funding, the district will significantly revise the existing Communication/Broadcast Arts program-within-a-school at Attacks Middle School into a school-wide Center for Instructional Technology Education. The district will also significantly revise two locally funded program-within-a-school models -- Communication Broadcast Arts and International Baccalaureate at Deerfield Beach High School and Communication Broadcast Arts, and International Affairs and Business at Hallandale High School into a school-wide Program for Accelerated Curricular Experiences (PACE). Two locally funded programs-within-a-school (Pre-Law/Public Affairs and Advanced Studies) at Fort Lauderdale High School will be significantly revised into the Classical High School program that offers (1) PreLaw/Public Affairs, (2) Advanced Cambridge Studies, (3) Creative Arts, and (4) Business Studies theme academies. All programs will provide concentrated, integrated core curriculum in communication, mathematics, science, social studies and language for all students. Once these programs are revised to school-wide models the number of students served will more than triple from the current 2,200 students participating in magnet programs at these schools.

FLORIDA

Grantee: School Board of Miami-Dade County, Miami, Florida
Project Name: ECHOES (Expanding Choice Options for Every Student)
Project Director: Lois Lee (305) 995-7345; llee1@dadeschools.net
Year 1 Funding: $3,385,324 Total (3-Year) Funding: $9,823,523
Number of School Served: 4
Number of Students Served: 6,198

Expanding Choice Options for Every Student (ECHOES) is a three-year project designed to reduce minority group isolation and improve academic achievement by providing additional public school choice for students and their families. Four Miami-Dade County Public Schools—one elementary, two middle, and one high school—will become school-wide magnets, each offering a high caliber, student-interest driven curriculum that will raise the academic bar at each school.

The four *ECHOES* schools are Southside Elementary School, Shenandoah Middle School, Miami Springs Middle School, and John A. Ferguson Senior High School.

The first three schools have forged strong partnerships with several exemplary museums and cultural institutions in Miami-Dade County to develop the District's first *museum magnet programs.* Museum educators will work side by side with classroom teachers, linking innovative curriculum to the resources and artifacts of each museum, creating living laboratories and providing students with unprecedented exposure to arts, culture, history, social studies and sciences. Southside Elementary (PreK-5th grade) and Shenandoah Middle (6th-8th grade) will focus on social studies, arts & culture, and language arts. The museum magnet at Miami Springs Middle School (6th-8t^{h} grade) will have a science focus.

John A. Ferguson Senior High School (9th-12th grade) opened in Fall 2003 with 469 ninth grade students. Additional grades will be added each subsequent year with final projected enrollment at 3,800 students. Ferguson High School administration and teaching staff have opted to replicate a highly successful District program, the *All Academy Model.* The academies offered at Ferguson High will be: 1) *Arts Related Technologies for Entertainment Careers (ARTEC); 2) Allied Health; 3) Natural Resources; 4) International Finance; 5) Information and Engineering Technology;* and 6) *International Baccalaureate.* These programs are specifically tailored to prepare students for high wage, high skill regional career opportunities.

Grantee: School Board of Orange County, Orlando, Florida
Project Name: Jones High School Magnet Academies
Project Director: Bonnie King (407) 317-3303; kingb2@ocps.net
Year 1 Funding: $994,308 Total (3-Year) Funding: $2,089,073
Number of Schools Served: 1
Number of Students Served: 1,258

Orange County Public Schools (OCPS) is the fifth largest district in Florida and the 14th largest in the nation. Orange County students come from 162 countries and speak 150 different languages and dialects. The district is divided into five regional learning communities; each consisting of high, middle and elementary schools.

The Urban Cohort learning community represents 29 schools that are primarily located in urban Orlando, an area known for its high crime, drug and gang related activity. The majority of the schools in the Urban Cohort are not achieving annual yearly progress, as set by No Child Left Behind. This learning community also has the highest number of minority students (92%) and is the only learning community that represents more minority students than the districts average of 63%.

Jones High School is a part of the Urban Cohort Learning Community and located near the heart of downtown Orlando. Jones is considered a community school and has maintained a minority-majority status with 99% minority. Jones has received a school grade of "F" for the past two consecutive years. OCPS has just finished a multi-million dollar renovation program at Jones, and had made drastic changes in leadership and instructional staff to ensure high quality instruction.

The priorities of the districts application are to reduce minority group isolation; achieve systemic reforms through meeting state standards; promote diversity and public school choice; strengthen the knowledge of academic subjects that will lead to increased student acquisition of marketable vocational, technological and professional skills; offer high performance levels to improve capacity and continue quality programs beyond the funding period; and ensure that all students have equitable access to high quality education.

Jones is proposing to enhance its existing magnet programs. The Technology and Finance Magnet Program will be an expansion of the business department that will include 4-year course sequences in finance, PC Support, Web Design, Multimedia Design, Networking, and Programming/Database. The Medical Arts Magnet Academy will be an expansion of the Sports Medicine Academy and will include 4year course sequences in Medical Science, Nursing Assistant, and Allied Health.

Grantee: School Board of Pinellas County, Largo, Florida
Project Name: Magnet Schools Assistance Program
Project Director: Charlene Einsel (727) 552-1507; einselc@pcsb.org
Year 1 Funding: $2,227,965 Total (3-Year) Funding: $6,352,211
Number of Schools Served: 3
Number of Students Served: 1,794

Three elementary schools, Douglas L. Jamerson, Jr. Elementary, Lakewood Elementary, and James B. Sanderlin Elementary, have been selected to develop magnet programs to assist in the voluntary desegregation of the district's schools and achieve the purposes of Magnet Schools Assistance Program.

Under the U.S. federal court-approved stipulation agreement for Unitary Status with the NAACP Legal Defense Fund, the School Board of Pinellas County is required to provide a controlled choice system of student assignment through the 2006-2007 school year. This MSAP project meets all requirements of the court-approved agreement, is aligned with the goals and requirements of the No Child *Left Behind* Act, the purposes of the MSAP, and will expand the capacity of the district to provide public school choice to parents whose children attend low-performing schools.

Douglas L. Jamerson, Jr. Elementary will develop a Mathematics and Children's Engineering program. A Medical Science, Health, and Wellness magnet will be developed at Lakewood Elementary and James B. Sanderlin Elementary will implement the International Baccalaureate Organization's Primary Years Programme. All three schools will implement scientifically research-based curricula shown to have positive effects on student academic achievement.

The Mathematics and Children's Engineering program at Jamerson Elementary will feature an innovative interdisciplinary standards driven curriculum utilizing the Informed Design Process. Through the Informed Design Process, children will work together in cooperative groups on engineering design challenges, projects, and activities requiring them to define problems, research, design, construct, test, analyze, and communicate solutions. At Lakewood Elementary the interdisciplinary Medical Science curriculum will utilize Problem-Based Learning as an instructional technique to drive the assimilation of knowledge and skills in mathematics, science, language/ reading, social science, health, physical fitness, he arts, communication, and technology. The Primary Years Programme (PYP) to be implemented at Sanderlin Elementary offers a comprehensive approach to teaching and learning that encompasses the social, physical, emotional and cultural needs of each child. PYP provides an academically rigorous curriculum model, which incorporates guidelines on what students should learn as well as guidelines on teaching methodologies and assessment strategies.

Grantee: School District of Lee County, Fort Myers, Florida
Project Name: Project MERIT: Magnet Education Resources for Information Technology
Project Director: James W. Browder (239) 337-8301; JimB4@lee.k12.fl.us
Year 1 Funding: $1,980,866 Total (3-Year) Funding: $3,344,279
Number of School Served: 3
Number of Students Served: 1,728

The School District of Lee County proposed to establish three schools—Franklin Park Magnet School, Fort Myers Middle Academy, and Dunbar High School—as zone magnet school focused on information technology.

These magnet schools will provide a seamless K-12 educational program featuring unique opportunities in classrooms. At the elementary and middle school programs, the emphasis will be on effective and meaningful technology integration. The magnet program will offer integrated and interdisciplinary instructional units to be taught in technology-rich classrooms. Planning teams will develop magnet curriculum guides incorporating strong basic instruction with thematic topics. Activity-driven learning will ensure continuing attention and motivation as students work to develop concepts and strengthen skills based on personal experience.

At the high school, students will obtain nationally recognized industry certifications in areas associated with information technology. The school will establish itself as formal certification academy, thereby providing magnet students with an industry-standard educational experience that will prepare them for success in postsecondary education or for immediate entry as highly skilled professionals in the information technology workforce.

The overall objectives of this project are to (a) expand the District's capacity to provide meaningful school choice by improving the quality of instruction and enriching the educational experience at schools about to enter into school improvement status under ESEA Title I, Part A; and (b) reversing a trend toward racial isolation at these schools and furthering the District goal of establishing all schools as diverse learning communities.

These schools will show substantial gains in student achievement and will begin to attract a more diverse student population, thereby achieving both of overall objectives. The District’s capacity to offer meaningful choice will be greatly enhanced and the local economy will benefit from a new generation of highly skilled information technology professionals.

Grantee: Savannah-Chatham County Public Schools, Savannah, Georgia
Project Name: Magnet Schools Assistance Program
Project Director: Michele Hartzell (912) 201-4170;
Michele.hartzell@savannah.chatham.k12.ga.us
Year 1 Funding: $2,693,927 Total (3-Year) Funding: $8,036,510
Number of Schools Served: 5
Number of Students Served: 3,103

The vision of the Savannah-Chatham County Public Board of Education is to provide a school system that enables every student to reach his/her full potential. Since the implementation of the No Child Left Behind (NCLB) legislation, the district has been a leader in promoting school reform and has increased its commitment to ensure that every student is provided with the best possible array of options to capture and stimulate their imagination and interest in learning. With this MSAP grant, the district will fully activate the vision of our choice program(s).

As a part of this plan, the district has developed a comprehensive school choice program that uses innovative instructional methods and practices in order to provide maximum engagement of all students in their learning and academic success. As part of this exciting movement, several schools have developed unique ideas and strategies in order to meet the district and state objectives while incorporating NCLB standards. These innovative programs include three new elementary (K-5) magnets and two significantly revised elementary magnets:

Bartow Elementary	New - Math and Technology Design Program
Spencer Elementary	New - Children's Engineering
Thunderbolt	New - Marine Science
Butler	Revised - *MicroSociety*/Communications Technology
Gadsden	Revised - Fine and Performing Arts

Each of these unique programs was designed around the interests of students, parents, and school business partnerships.

Grantee: Chicago Public Schools, Chicago, Illinois
Project Name: Magnet Schools Assistance Program
Project Director: Michelle Frazier (773) 553-2060; mfrazier1@cps.k12.il.us
Year 1 Funding: $3,042,934 Total (3-Year) Funding: $8,921,796
Number of Schools Served: 5
Number of Students Served: 2,123

The Chicago Public Schools (CPS) is the third largest school district in the country, serving 412,334 K-12 students. The district has over 600 school sites and district-wide less than 10% of its population is non-minority. Over 85% of students are from low-income families and more than 14% are limited English Proficient.

Since 1980, the CPS has operated under a consent decree and Student Desegregation Plan that establishes magnet schools as the primary mechanism through which to reduce minority isolation. Despite the size of the district, there are only 28 elementary and 3 high school magnet schools that serve the entire city of Chicago. For the 2003-2004 school year, over 29,000 applications were filed at the elementary schools, and 6,310 at the high schools. Of these, 2,625 were accepted at the elementary schools and 771 at the high schools. Furthermore, there are very few magnet schools in close proximity to neighborhoods that are predominantly Hispanic, meaning Hispanic students have to travel long distances to attend a magnet school. The popularity of district magnet schools, combined with the lack of magnet schools in some areas of the city, has led CPS to pursue this project to create new magnet schools.

The magnet schools being created by this project will bring five new schools to areas of the city that are currently underserved by our magnet schools. Through these programs, over 2,000 new magnet school seats will be created, alleviating some of the demand being placed on our current magnet schools and reducing minority group isolation in the city schools. Furthermore, the creation of the programs selected for these schools will allow CPS to develop innovative programs that are not currently found in CPS schools.

Wildwood Elementary School will provide a magnet school serving grades K-8 on the northwest side of the city. The school will house a K-5 grade International Baccalaureate (IB) Primary Years Programme and a 6-8 grade IB Middle Years Programme. Plato Elementary School and Clark High School will provide a K-12 magnet school continuum in the Austin neighborhood, in the far west side of the city. Plato will house a K-5 grade IB Primary Years Programme. Clark will serve students in grades 6-12 and will house an IB Middle Years Programme for grades 6-10 and an IB Diploma Programme for grades 11-12. Drummond Elementary School and Woodson South Elementary School will establish Chicago's first Montessori magnet schools. Drummond will provide a new magnet school on the city's near northwest side, in the heart of a predominantly Hispanic community. Woodson South Elementary School will establish a magnet school in the Mid-South area of the city, a developing section of the city on the south side currently in need of improved educational options.

Grantee: Proviso Township High Schools, Maywood, Illinois
Project Name: Magnet Schools Assistance Program
Project Director: Donna Novickas (708) 202-3020; ddsdonits@aol.com
Year 1 Funding: $1,230,956 Total (3-Year) Funding: $6,344,324
Number of School Served: 3
Number of Students Served: 1,520

Proviso Township is located ten miles west of downtown Chicago and includes ten urban-like communities. These communities have a wide range of socioeconomic levels and a rich diversity, with 43% African-American, 34% white, 20% Latino, 2% Asian, and 1% other. Proviso Township High Schools currently consists of two high schools that serve around 4,700 students, with a racial composition of 93% minority and 7% non-minority. Almost 20% of high school students in the district attend private schools, and hundreds of families move out of the district before their children reach high school age. Proviso East, a Title I school, has failed to achieve adequate yearly progress for two years. Both Proviso East and Proviso West were on the Illinois Early Academic Warning list.

To better service the students of the district, Proviso Township High Schools will open three new magnet schools. The Math and Science Academy at Proviso Central will be a new school that will be housed in a renovated office building. The Communications and Fine Arts Academy at Proviso East and the Global Studies and Technology Academy at Proviso West will be new magnet programs that have a school-within-a-school structure.

The Math and Science Academy will have an emphasis on preparing students for rigorous post- secondary education to enter math/science related occupations, including the health care field, engineering, and scientific research. Partnerships will be utilized to offer students research opportunities and rotations in the local medical centers, nature centers, zoo, etc.

The Fine Arts and Communications Academy will provide opportunities for students to integrate the study of core subjects with creative expression of arts, music and drama. Teachers will utilize the talents of the local ***nascent*** arts community (such as the Maywood Fine Arts Center) and the proud past of Proviso East alumni. Performances and oral presentations will be integral parts of the curricula, as well as extensive written communication.

The Technology and Global Studies Academy will augment the existing technology at Proviso West and expand it to include curricula to successfully compete in a global marketplace. State-of-the-art technology will be used to access, analyze and communicate information effectively. These resources will be used to expand students' understanding of the world.

Grantee: Indianapolis Public Schools, Indianapolis, Indiana
Project Name: Magnet Schools Assistance Program
Project Director: Billie Moore (317) 226-4794; mooreb@mail.ips.k12.in.us
Year 1 Funding: $2,359,079 Total (3-Year) Funding: $7,236,253
Number of Schools Served: 6
Number of Students Served: 4,077

The Indianapolis Public Schools' magnet schools project establishes one new magnet program and significantly revise five existing magnet schools. The six magnet schools are designed to further the purposes of the Magnet Schools Assistance Program and the No Child Left Behind Act of 2001 by 1) reducing minority group isolation in schools, 2) expanding public school choice and achieving academic excellence for all students 3) developing and designing innovative educational methods and practices, 4) strengthening student knowledge of academic subjects 5) increasing teacher capacity, and 6) ensuring equal opportunities for all students enrolled in these magnets.

Northwest High School proposes to become a candidate for the International Baccalaureate Middle Years Programme for grades 9 and 10 and the Diploma Programme for grades 11 and 12. The Middle Years Programme provides a thorough study of various disciplines with an accent on their interrelatedness, while the Diploma Programme is a rigorous pre-university course of studies that lead to examinations for highly motivated secondary students. The comprehensive two-year curriculum allows students to fulfill requirements of various national education systems.

Benjamin Harrison School #2 is a K-8 magnet school currently utilizing an inquiry-based instructional approach and plans to significantly revise its program by offering an International Baccalaureate Primary Years Programme for grades K-5 and Middle Years Programme for grades 6-8. This revision will enhance the current program through the utilization of an international curriculum model, a commitment to structured inquiry as a vehicle for learning, and an educational approach that embraces yet goes beyond traditional school subjects. Both programs provide excellent preparation for the Diploma Programme.

John Marshall Middle School and Margaret McFarland Middle School are currently mirror magnet programs for Environmental Studies. They are proposing to significantly revise their current curriculum by adding a Technology Communication program and implementing a problem-based learning approach for the Environmental Studies curriculum. The proposed Technology Communication program will focus on the development of students' communication skills by utilizing various multi-media technologies. The problem-based learning process will enhance the curriculum by engaging students in authentic problem solving and higher order thinking skills. Theodore Potter is currently implementing a FLES (Foreign Language in the Elementary School) Program. Theodore Potter is seeking funding to add a two-way Immersion Program and to strengthen the FLES Program by providing a theme-based curriculum

incorporating the Foreign Language National Standards, (Communications, Cultures, Connections, Comparisons and Communities) and using differentiated instruction in classrooms to accommodate varying ability levels.

The Rousseau McClellan Montessori Program proposes to significantly revise its program by adding three components: Problem-based learning, Technology Integration and Foreign Language in Elementary School through Technology (FLETT). Spanish is the proposed second language. The revisions will enhance and further promote the hands on curriculum currently being used. Problem-based learning will serve as a process to involve students in community based issues that will assist them in developing strong analytical and research skills.

Grantee: South Bend Community School Corporation, South Bend, Indiana
Project Name: Plan Z—High School Magnet Programs
Project Director: Myrtle Wilson (574) 283-8300; mwilson@sbcsc.k12.in.us
Year 1 Funding: $2,513,108 Total (3-Year) Funding: $8,299,420
Number of Schools Served: 4
Number of Students Served: 7,241

The South Bend Community School Corporation's project implements magnet schools at each of four high schools that will eliminate and prevent racial isolation. This will be accomplished by offering four unique courses of instruction that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills for the students attending the magnet program.

The project will be implemented pursuant to the district's court ordered desegregation plan and will serve as an impetus for systemic reform in the critical areas of challenging state content and performance standards, professional development, and parent involvement. Its innovative design and customized curriculum is unprecedented in both the district and northwest Indiana. Stringent professional development requirements are inherent in the project's implementation to ensure that the thematic structure meets the educational needs of all students and that the project is sustainable.

Adams High School: International Baccalaureate (IB) and Global Studies

IB is a demanding pre-university course of study with a reputation for rigorous assessment. Participants will receive instruction in language, individuals and societies, foreign language, experimental sciences, mathematics, and arts. The program is based on integrated global studies in 9th and 10th grade.

Clay High School: Visual & Performing Arts

This specialized magnet will provide unique opportunities for committed and talented students who have serious interest in the arts. Instruction will be provided by master level performers and educators, as well as artists-in-residence. Courses will include the visual arts of painting, drawing and sculpting; the performing arts of drama, dance, instrumental and vocal music; the literary arts of poetry, fiction and play writing; and art technology, which includes digital imaging, photography, graphic design, electronic music and television and video production.

Rilev High School: Informational Technology

Students will learn to use emerging technologies to gather, analyze, and communicate information in the context of an increasingly technology-oriented society. An understanding of computer technology and careers in programming, networking, business applications, and engineering will be gleaned through the use of a problem-centered curriculum.

Washington High School: Medical Sciences

This magnet will offer broad-based preparation for future medical careers and research, as well as a seamless curricular link with a nearby medical college for additional studies. Students will participate in a field experience program utilizing medical labs, hospitals, and clinics while interning with a health professional of their choosing.

Grantee: Rapides Parish School Board, Alexandria, Louisiana
Project Name: Magnet Schools Assistance Program
Project Director: Ron Akins (318) 449-3118; akinsr@rapides.k12.la.us
Year 1 Funding: $1,890,906 Total (3-Year) Funding: $5,668,848
Number of Schools Served: 4
Number of Students Served: 2,595

The Rapides Parish Public Schools Board of Education's magnet schools project revises four existing magnet schools so that racial isolation at these schools can be eliminated or substantially reduced while improving student achievement and meeting all requirements set out in the No Child Left Behind (NCLB) legislation. This project supports substantial revisions to existing magnet programs that have not successfully attracted a diverse student population since they began three years ago. The new programs have been recently ordered by the Federal District Court and the Fifth Circuit Court of Appeals to do a better job of desegregating the school system.

The new Mass Media/ Communications Magnet Programs at W. O. Hall Elementary School, Arthur F. Smith Middle School and Peabody High School are geared toward providing students a sequential program of studies from entering school through high school graduation that prepares students for careers and post-graduate study in mass media, computer generated graphic design, multimedia design, electronic publishing, and software, information and document design for corporations and small businesses.

Alexandria Middle School's Pre-Law magnet will focus on law related instruction and career preparation. Students will be guided though three grades of law, citizenship, and government topics, including an eighth grade high school credit in Government. The Peabody High Law program will expose students to courses in the fields of law and government. The middle and high school sequential program is geared toward providing students preparation for careers and post-graduate study in law.

The four magnet programs will bring all schools into compliance with the U.S. District Court's most recent desegregation order requiring the magnet schools to reduce racial isolation in the district's most segregated schools.

With new high standards for improving the quality of education for all students, the academic performance of all students will increase while, at the same time, meeting the national goal of closing the achievement gap between minority and non-minority students. This project will also meet the AYP requirements for all sub-groups in accordance with the achievement goals set forth in the *No Child Left Behind* legislation.

Grantee: St. James Parish Public School System, Lutcher, Louisiana
Project Name: Bridging the Gap
Project Director: Mary Edwards (225) 869-5375; medwards@stjames.k12.la.us
Year 1 Funding: $733,644 Total (3-Year) Funding: $2,214,619
Number of Schools Served: 1
Number of Students Served: 263

The St. James Parish School System Magnet Schools Assistance Program (MSAP) project will create a Science/Mathematics magnet program that continues the successful middle grades program that is part of a recent Court approved agreement by the U. S. Department of Justice. The new desegregation plan is an amendment to the 1992 and 2002 agreements. Under the 2002 agreement with the Justice Department, the district must do something about the minority student racial isolation that exists at St. James High School.

The district has agreed to reopen St. James High School as a dedicated magnet school. The reason for the change is that the racial composition of the West Bank school is not representative of the racial makeup of the school district as a whole. The St. James High School Science and Math Magnet School will emphasize the teaching of science and mathematics. Students will become actively involved in all areas of learning by using practical hands-on experiences, demonstrations, explorations, technology, and experiments. As part of their involvement in science, students will participate regularly in laboratory experimentation with follow-up activities in the classroom. They will be encouraged to explore and experiment, interpret and investigate. In this way, students will become scientifically literate. The math program will follow the national math competencies as set by the NCTM and will emphasize the use of math in physics. The total magnet program will focus on the learning of concepts, mastery of processes, and the development of positive attitudes about science and mathematics.

Grantee: Baltimore County Public Schools, Towson, Maryland
Project Name: Accelerating Achievement and Choice
Project Director: Jeanne Paynter (410) 887-4330; jpaynter@bcps.org
Year 1 Funding: $2,169,987 Total (3-Year) Funding: $6,455,205
Number of Schools Served: 4
Number of Students Served: 4,238

In the 1989 report Great *Expectations for the Year 2000: Shaping the Vision,* the system identified trends that would affect students in the 21st Century. This report predicted that minority isolation would occur in some neighborhoods and that some schools would become overcrowded while other school buildings would be under-utilized. The report also recommended magnet schools as one strategy to deal with these challenges. In 1992, the Board of Education adopted a plan to develop and implement a magnet school program, making a commitment to open eight magnet schools in 1993.

The Baltimore County Public Schools 2004 MSAP project continues the system's commitment to magnet schools as a tool for systemic reform and overall school improvement, having developed and sustained 26 magnet programs. The project design builds upon the current magnet program's documented strengths and provides support for achieving new program goals. These goals include the need to expand magnet programs systematically and to continue to use magnet programs as a tool to reduce and prevent minority isolation and to achieve overall school improvement.

This project supports the creation of three new magnet schools with articulated thematic feeder patterns at Chesapeake High School and Deep Creek and Lansdowne Middle Schools, as well as one significantly revised magnet school at Lansdowne High School.

The magnet schools will address the major project objectives of preventing or reducing minority isolation, providing magnet choice options for low performing schools. In addition, the magnet schools will serve as demonstration sites for innovative instructional strategies to achieve the performance goals in the system's *Blueprint for Progress.* BCPS proposes to implement (1) new whole school magnet programs at three schools, Lansdowne Middle School, which will have a Center for Career and Professional Studies theme, using the Micro-society model; Deep Creek Middle School, which will have a 21st Century DigitalAge Learning theme; and Chesapeake High School, which will have an Academy of Leadership for Business, Arts and Science theme; and (2) a significantly revised whole school magnet program at Lansdowne High School, which will have an Academy for Advanced Professional Studies theme.

Grantee: Montgomery County Public Schools, Rockville, Maryland
Project Name: Magnet Schools Assistance Program
Project Director: Gregory Thornton (301) 279-3127; polly_hudson@mcpsmd.org
Year 1 Funding: $2,441,487 Total (3-Year) Funding: $7,273,143
Number of Schools Served: 3
Number of Students Served: 2,159

The Montgomery County Public Schools (MCPS), Maryland's largest school district, plans to start three new "whole school" magnet programs through this project. MCPS has experienced significant changes in the demographics of its students. Nearly one quarter of all MCPS students are eligible for free and reduced-price meals and nearly half of all children in Maryland who require instruction in English as a Second Language attend MCPS schools. MCPS proposes to establish magnet schools in the lowest performing middle schools in an area known as the Downcounty. The Downcounty has the greatest concentration of minority, low-income, and ESOL students.

Under the MCPS project Argyle, Belt, and Parkland middle schools will become magnet schools. Argyle Middle School will become the Magnet Academy for Information Technologies. Belt Middle School will become the Magnet Academy for Creative Arts in Performance and Communication, and Parkland Middle School will become the Magnet Academy for Aerospace, Satellite and Robotic Technologies.

Each of the proposed schools will feature organizational and instructional strategies that promote collaborative learning and foster positive interaction among students from different backgrounds, including special education and ESOL students. Students will use advanced scientific testing tools, mathematical modeling systems, and high-end media and communication networks to develop their ideas, plans, and investigations. Students will apply their learning to solve real problems and work together to create products.

MCPS also chose these the themes of the magnet schools to allow students to experience the cultural, scientific, educational, and commercial offerings available in the Washington, D.C. metropolitan area. Students will develop instructional projects that enable them to learn beyond the classroom walls. Every student will have opportunities to experience job shadowing, field studies, and internships that will expose them to positive role models of varying races and ethnicities.

Grantee: Springfield Public Schools, Springfield, Massachusetts
Project Name: Magnet Schools Assistance Program
Project Director: Joshua P. Bogin (413) 787-7752; boginj@sps.springfield.ma.us
Year 1 Funding: $2,732,648 Total (3-Year) Funding: $8,326,192
Number of Schools Served: 5
Number of Students Served: 2,753

Operating under a continuing court order, the Springfield Public Schools seek to reduce minority group isolation in four schools, and targets a fifth school to assist in reducing minority group isolation at five feeder schools, while building capacity to provide appropriate educational opportunities to students seeking to take advantage of the school choice provisions of NCLB. The district has selected a set of magnet themes for five schools that will create a cohort for change and success within the district.

The target schools are: Beal Elementary; Brookings (K-8); Liberty Elementary; Johnson Elementary; and Duggan Middle School. The themes have a common thread, driven in substantial part by consistent input from parents in the community and by school staff brought together to explore possible synergies between the magnet grant and district initiatives.

The themes for the five schools are:

- Beal: Expeditionary Learning with Project Based Science
- Brookings: Museum School with an Aviation, Aerospace and Robotics focus
- Duggan: Expeditionary Learning (Middle School) with magnet exploratory zones in Law/Justice/Forensics; Design Engineering and Technology; and Broadcast Journalism/Communications
- Johnson: Visual and Performing Arts; and
- Liberty: Mathematical Discovery and Communication

The magnet themes are all are project driven and involve approaches that include specifically conceived assessment and parent outreach vehicles. All understand the importance of tying magnet themes to ongoing obligations to promote advanced achievement for all students in core content areas.

Grantee: Minneapolis Public Schools, Minneapolis, Minnesota
Project Name: Magnet Schools Assistance Program
Project Director: Linda Bjorklund (612) 668-0472;
Linda.bjorklund@mpls.k12.mn.us
Year 1 Funding: $1,145,097 Total (3-Year) Funding: $3,107,599
Number of Schools Served: 2
Number of Students Served: 692

International Baccalaureate (IB) Primary Years Programs will be developed in two Minneapolis schools, Hall and Whittier, through the Magnet Schools Assistance Program. As a result of improved research-based instruction, effective marketing, and expanded attendance boundaries, total enrollment at the two schools is expected to grow by 56% and the percent of students achieving grade level proficiency in Reading and Math, along with other important school quality indicators, are expected to improve by an average of 10 percentage points per year.

Hall and Whittier schools will undertake a rigorous three-year process to become authorized as International Baccalaureate Primary Years Programs. The IB Primary Years Program provides world-class education. It focuses on development of the whole child, addressing social, physical, emotional, cultural and linguistic needs, while giving students a strong, transdisciplinary academic foundation. The curriculum is inquiry-based, and its learning standards exceed Minnesota state academic standards as well as local grade-level expectations.

The establishment of two IB Primary Years Programs in Minneapolis will reflect an accomplishment met by only 23 elementary schools in North America. Minneapolis Public Schools has never before attempted to institute such a rigorous program at the elementary level. The new Minneapolis programs will prepare students to attend the District's two middle school and two high school IB programs, as well as other rigorous upper school program choices. The existing IB Programs in Minneapolis enjoy wide popularity and full enrollment each year, which supports the expectation of enrollment expansion for the new elementary magnet schools.

Whittier has been placed on Minnesota's list of under-performing schools for three years in a row for failing to make Adequate Yearly Progress (AYP) in both Reading and Math. The school is specifically cited for underachievement among Hispanic students and English Language Learners (ELL students). Hall school was recently placed in "Safe Harbor" from the State's AYP list, after being included on the list for the previous four years. Both schools are racially and economically isolated. Establishing IB programs in these schools is expected to result in the achievement of two major outcome objectives: improved academic achievement, and expanded and diversified enrollment (reduced racial isolation).

Grantee: Northwest Suburban Integration School District #6078, Maple Grove, Minnesota
Project Name: Northwest Suburban Integration Magnet Schools
Project Director: Marcia Moore-Foster (763) 416-3080; mmfoster@nws.k12.mn.us
Year 1 Funding: $3,052,622 Total (3-Year) Funding: $9,111,529
Number of Schools Served: 6
Number of Students Served: 5,108

The Northwest Suburban Integration School District (NWSISD) was created in 2001 by a new state desegregation rule, which the Minnesota Department of Children, Families and Learning developed at the direction of the state legislature. The collaborative district includes seven member districts, all of which are contiguous with one or more member districts - Anoka-Hennepin #11, Brooklyn Center #286, Buffalo #877, Elk River #728, Fridley #14, Osseo Area #279, and Rockford #883. Altogether NWSISD serves over 83,000 students in 97 schools. The State Rule requires schools and communities to work together to design effective strategies for creating desegregated learning environments, which increase parental choices.

The seven districts that make-up the NWSISD agreed to collaborate and developed a comprehensive desegregation plan that includes using magnet schools to reduce racial isolation in Brooklyn Center and Osseo. In addition, the long-term magnet school plan includes assistance for the one racially isolated school in Anoka-Hennepin as well as strategies to prevent racial isolation from occurring in Fridley.

The project is aligned with the requirements of No *Child Left Behind* (NCLB) and will expand the capacity of the member districts to offer public school choice to parents whose children attend low-performing schools. Although only one school (located in Osseo District) is currently in the School Improvement Process, six failed to make Adequate Yearly Progress in 2003. Four of the schools included in this project are high-performing schools and, if the schools that failed to make Adequate Yearly Progress in 2003, fail again in 2004; these higher-performing magnet schools can be used to offer public school choice to parents of students in those low-performing schools.

With MSAP funds, the NWSISD will implement six new magnet school programs. The new magnet programs will be at the following elementary schools: Earle Brown (Brooklyn Center), Evergreen Park (Anoka-Hennepin), Edgewood (Osseo), and Birch Grove (Osseo), and the following secondary schools: Fridley Middle (Fridley) and North View Junior High. The special curricular programs being added to each school are.

1. Earle Brown and Evergreen Park: a) implement the *Primary Years Programme* from the International Baccalaureate Organization (IBO), b) develop curriculum using inquiry-based and standards-based instructional techniques, and c) integrate technology into all instruction. Earle Brown has the capacity to accept 180 and Evergreen Park 150 new students.

2. Fridley Middle and North View Junior High: a) implement the *Middle Years Programme* from the IBO, b) implement a science core curricula program that has been recognized as effective by the National Science Foundation: *Science and Technology Concepts for Middle* School, c) develop curriculum using inquiry-based and standards-based instructional techniques, and d) integrate technology into all instruction. Fridley has the capacity to accept 200 and North View 200 new students.

3. Edgewood Elementary: a) implement math, science, & technology theme based on an *Inquiry Process Model* provided by the Science Museum of Minnesota, b) implement a math core curricula program that has been recognized as effective by the National Science Foundation: *Everyday Mathematics, c)* develop curriculum using inquiry-based and standards-based instructional techniques, and d) integrate technology into all instruction. Edgewood has the capacity to accept 180 new students.

4. Birch Grove Elementary: a) implement a Visual & Performing Arts magnet program, b) use the Leonard Bernstein Artful Learning Model as the infrastructure for the program, c) develop curriculum using inquiry-based and standards-based instructional techniques, and d) integrate technology into all instruction. Birch Grove has the capacity to accept 100 new students.

Grantee: Cleveland School District, Cleveland, Mississippi
Project Name: Magnet Schools Assistance Program
Project Director: Beverly Hardy (662) 748-2734; hcprinbh@yahoo.com
Year 1 Funding: $2,111,308 Total (3-Year) Funding: $5,212,650
Number of Schools Served: 3
Number of Students Served: 1,190

The Cleveland School District is located in the Mississippi Delta Area. Cleveland is a small town that depends primarily on farming and light industry. The Cleveland School District enrolls 3,471 students of which sixty-nine percent (68.5%) are minority. Almost all of its minority students are African-Americans. The student population reflects the poverty in the Cleveland community, with 70% of the students from low-income families.

In September, 1989, the US District Court and the Cleveland School District mutually agreed to the entry of a Consent Decree that provided, among other things, for the establishment of an elementary magnet school to reduce minority group isolation. When Hayes Cooper Center opened, it was extremely successful. As a result, the US Justice Department submitted a brief to the federal court in October of 1992, asking that the scope of the Consent Decree be expanded and the School District concurred. On November 13, 1992, the Court ordered that the elementary program be doubled in size and the program be continued into the junior high level. The Hayes Cooper Junior High Program opened in the fall of 1993. The same court order authorized the district to open a high school magnet program.

With MSAP funds, the Cleveland School District will implement one new and two significantly revised magnet school programs. The revised programs will be at Hayes Cooper Elementary (K-5), Hayes Cooper Middle School (6-8) and the new programs will be at East Side High School (9-12).

Hayes Cooper Elementary School will replace its current math, science and technology theme with the *Primary Years Programme* from the International Baccalaureate Organization, eliminate academic admission criteria, change the organizational structure from K-6 to K-5.

Hayes Cooper Middle School will replace the current part-time math, science, and technology theme with a full-time *Middle Years Programme* from the IBO, change the organizational structure from a junior high school to a middle school, and eliminate academic admission criteria.

East Side High School, a new magnet school, will complete the IBO *Middle Years Programme* started at Hayes Cooper Middle and implement a math, science, and technology magnet program for all students at all grade levels. No academic criteria for admissions will be used.

Grantee: St. Louis Public Schools, St. Louis, Missouri
Project Name: P-8 Technology-Integrated Magnet Schools Initiative
Project Director: Myrtle Reed (314) 345-2319; myrtle.reed@slps.org
Year 1 Funding: $2,652,932 Total (3-Year) Funding: $8,030,160
Number of School Served: 12
Number of Students Served: 4,200

The St. Louis Public Schools, in collaboration with eMINTS (enhancing Missouri's Instructional Networked Teaching Strategies), area colleges and universities, local business partners, the St. Louis Public Schools Foundation, the Parsons Blewett Memorial Fund, and a broad range of community organizations, will establish a new magnet school program in 12 district elementary schools.

The new magnet school sites, located throughout the city of St. Louis, will be restructured as P-8 buildings, with programs patterned after the successful Peabody model being implemented in the district's Peabody Elementary School. Participating schools include:

- Clark Elementary School
- Cole Elementary School
- Hamilton Elementary Community Education Center
- Patrick Henry Elementary School
- Mann Elementary School
- Mason Elementary School
- Mitchell Elementary School
- Monroe Elementary School
- Oak Hill Elementary School
- Peabody Elementary School
- Shepard Accelerated Elementary School
- Wyman Elementary School

Each new magnet school will include the following key features:

Technology-based instruction using the eMINTS program will integrate multimedia technology into inquiry-based, student centered, interdisciplinary instruction. This approach has facilitated dramatic achievement gains at Peabody and many other elementary schools across Missouri. In only three years, Peabody students in the proficient and advanced levels of the MAP (Missouri Assessment Program) increased from less than 20 percent to more than 80 percent in all four key subject areas.

Intensive and ongoing professional development will include at least 200 hours of training for each participating teacher. Peabody itself will be used as an "anchor" or demonstration site for participating P-8 magnet schools.

Parents of students attending one of the district's low-performing schools, schools designated as "not making adequate yearly progress" under the terms of No Child Left

Behind, will be eligible to exercise the choice of applying for these new P-8 magnet schools.

Each school will appoint and maintain an Education Task Force made up of parents, community business representatives, neighborhood residents, and higher education representatives with an active interest in the school community. Task force members will be responsible for facilitating community support and access to community resources.

Program strategies and student selection criteria will be designed to attract a range of families and to achieve a student racial balance of 60 percent minority and 40 percent non-minority (± 5 percent), as dictated by the district's court approved Desegregation Settlement Agreement.

Grantee: Omaha Public Schools, Omaha, Nebraska
Project Name: Magnet Schools Assistance Program
Project Director: Sandra Day (402) 557-2080; sandy.day@ops.org
Year 1 Funding: $1,043,744 Total (3-Year) Funding: $2,659,140
Number of School Served: 2
Number of Students Served: 1,730

This project will support the initial implementation of two new magnet schools in the Omaha Public Schools. The mission of both schools is to "provide innovative, attractive curriculum and instruction and to draw students to reduce racial isolation."

The two schools are R.M. Marrs Magnet Center and Alice Buffett Magnet Middle School. Both schools will enroll grades 5 - 8.

Marrs will offer special curriculum in mathematics, economics, and information technology. Activities planned for Marrs include the completion of Algebra Content Standards in the 8th grade, the study of mathematics in community service, the study of economic principles, the operation of a school bank with Wells Fargo, the building of computers in summer camps, the study of historical influences of economics, and much more.

Buffett will offer special curriculum in communication skills and electronic media. Activities planned for Buffett include broadcasting radio and television through the school and community outlets, providing experience in forensics and debate, initiating a Talking Book service, creating and maintaining a website information base, using IT to present messages of various kinds including advertising, creating high quality graphics to support messages, and much more.

Both schools will use research proven teaching techniques, collaborative planning, innovative school organization, parent focused communication, and methodical recruitment techniques. Both schools will assure students achieve Nebraska State Content Standards for all subjects and Extra Value Standards related to their magnet themes. The curriculum will be adaptive to individual student needs and interests, hands-on, project focused, and rich in technology.

NEVADA

Grantee: Clark County School District, Las Vegas, Nevada
Project Name: Magnet Schools Assistance Program
Project Director: Jhone Ebert (702) 799-8492; jhone@ccsd.net
Year 1 Funding: $1,541,357 Total (3-Year) Funding: $5,518,487
Number of School Served: 3
Number of Students Served: 5,464

The Clark County School District magnet schools project supports one new magnet school and two revised magnet schools.

Canyon Springs High School is a new magnet school, locate in a community that is very diverse in terms of ethnicity. Jo Mackey Elementary School and Desert Pines High School are among the most racially isolated schools. The project is designed to not only create innovative thematic magnet programs that will attract students from throughout the areas, but also will address how available school resources, parenting styles, and peer cultures can become valuable contributing factors to individual student success.

Most importantly, the quality of instruction will be redesigned and refine to improve academic achievement in all subject areas. Using the state's accountability provisions, Clark County School District officials have developed specifications on how the magnet schools included in this project will close the achievement gap and ensure that all students, including those who are disadvantaged, will achieve academic proficiency.

Canyon Springs High School will offer a Leadership and Law Preparatory Academy, Desert Pines High School will offer a Digital Communications Academy, and Jo Mackey Elementary School will implement a Global Academy of Leadership program.

Grantee: Community School District Ten, Bronx, New York
Project Name: Magnet Schools Assistance Program
Project Director: Stephanie Krusa (718) 741-7073; skrusa@nycboe.net
Year 1 Funding: $1,642,224 Total (3-Year) Funding: $4,953,990
Number of Schools Served: 6
Number of Students Served: 3,649

District Ten proposes to target six schools: three elementary schools (PS 205, PS 310 and PS 340), one middle/high school (MS/HS 368) and one high school (Marble Hill High School for International Studies) in order to reduce minority group isolation and improve student achievement. All six of the District Ten schools targeted for support have pressing academic needs. One school, PS 310, is identified as "low performing" and is in its second year as a school in need of improvement.

PS 205, the LaGuardia Academy of Arts and Technology, is an attendance zone magnet that plans to implement an interdisciplinary model that infuses arts and technology across the curriculum. In addition to the arts-enriched theme, the LaGuardia magnet will place a special emphasis on developing curricula that explore authentic connections to cultural, scientific and technological studies.

PS 310, an attendance zone magnet, plans to build on its four academies (mini-schools) that offer small learning communities with a thematic focus. As a magnet school, PS 310's project-based curriculum will better address the diverse learning styles of its multicultural student body by aligning it with the Theory of Multiple Intelligences, developed by Dr. Howard Gardner and researchers from Harvard's Project Zero.

PS 340, a limited choice magnet school with two designated feeder schools, will implement an enhanced academic program using science and social studies as the framework for interdisciplinary teaching and learning under the thematic umbrella of Global Studies.

MS 254, an attendance zone magnet school located across the street from Fordham University, plans to significantly revise its current magnet program to incorporate a dual focus on Applied Arts and Science. The proposed magnet initiative will expand the school's offerings, which had been limited to sciences and technology, to attract a broader range of students and increase their engagement in learning.

MS/HS 368, established in 1999-2000 for the express purpose of preparing students to participate in a high technology workforce, proposes to significantly revise its current magnet program so that graduates will be poised to participate fully in a global economy by offering an array of career-oriented strands.

Marble Hill High School for International Studies, a borough-wide choice school, proposes to expand its theme of international studies by offering two additional strands—international relations (focusing on diplomacy, humanitarianism and conflict management) and travel and tourism.

Grantee: Community School District #14, Brooklyn, New York
Project Name: Community School Districts #13, 14 & 15 Consortium Magnet Program
Project Director: Joseph Gallagher (718) 935-3675; jgallag@nycboe.net
Year 1 Funding: $2,696,704 Total (3-Year) Funding: $8,323,071
Number of Schools Served: 7
Number of Students Served: 3,883

PS 8 will use the Renzulli Schoolwide Enrichment Program, developed at the University of Connecticut, as the key to raising student achievement. PS 18: Magnet School for Government, History, and Leadership will employ project-based learning focused on the Government / History / Leadership theme as a means to promote respect, cooperation, interracial interaction, and leadership in the school community. PS 24: Dual Language School for International Studies will provide a bilingual environment where all students will have the opportunity to learn a second language while continuing to develop their native language proficiency. Using project-based learning and the Renzulli enrichment model, all students will have hands-on learning experiences and opportunities to explore learning in both languages. PS 31: Magnet School for the Arts and Humanities will provide a rigorous academic environment where all students will be exposed to great thinkers, artists, authors, and composers of the past and present. Using a project-based learning model, each month the whole school will delve into a new humanities discipline of great works. PS 84: Magnet School for Visual Arts will use arts in education as both a content area and as a method of teaching and learning that emphasizes higher-order critical thinking skills. The visual arts will be integrated into the entire curriculum, spearheading the implementation of interdisciplinary instruction throughout the school. PS 120: Magnet School for Multicultural Education will generate a new body of thematic, multicultural units that will be aligned with both New York State and New York City content standards and will integrate world geography and environmental issues, along with the art, music, language, and cultures into all content areas as the key to raising student achievement. PS 154: The Museum Alliance for Science and Technology will create partnerships between the school and more than eleven formal and informal science and technology "museums." As the school builds school / community alliances, it will focus on solving problems, exploring phenomena, and on building collective understanding through inquiry.

Grantee: Community School District #21, Brooklyn, New York
Project Name: Community School Districts 20 & 21 Consortium Magnet Program
Project Director: Ethel Tucker (718) 759-3941; etucker@nycboe.net
Year 1 Funding: $2,784,618 Total (3-Year) Funding: $8,427,636
Number of Schools Served: 5
Number of Students Served: 4,472

PS/IS 95: The Magnet School of Multiple Intelligences will be centered around the theory of Multiple Intelligences developed by Howard Gardner, a cognitive psychologist at Harvard University. Students' daily instruction will reflect a student-centered emphasis on eight distinct intelligences: linguistic, logical/mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist. PS 100: The Magnet School of Communication and Media Arts will provide students with an innovative and challenging integrated instructional program designed to develop strong communication skills in reading, writing, speaking, and the arts while enhancing the child's creativity. PS 100 will implement a communication and media arts theme that gives students the opportunity to learn through the vehicle of communicating in a world where technology has revolutionized the way in which human beings communicate, interact and perceive the world around them. PS/IS 104: Magnet School of Museum Studies will be an academic environment in which school and museum educators work together to develop new ways of promoting learning. Extensive contact with the authentic resources available in museum collections will offer evidence, illustrate ideas, stimulate curiosity, provoke questions, and suggest new ways for presenting knowledge. IS 223: The Magnet School for the Arts, International Studies, and Science and Technology will become a school of three Smaller Learning Communities based on its three innovative magnet programs: The Academy of Science and Technology, The Academy of International Studies, and the Arts Academy. The smaller academies model will provide for a more personalized environment where all students are provided with one-on-one support and counseling. PS 253: The Magnet School of Multicultural Humanities will infuse multicultural humanities studies into the curriculum at every grade and content level in the school. The celebration of diversity will serve as the foundation for the school, and the school will enhance its students' understanding of the links that connect us all.

Grantee: Bladen County Schools, Elizabethtown, North Carolina
Project Name: Magnet Schools Assistance Program
Project Director: Theresa Wuebbels (910) 647-6531; twuebbels@bladen.k12.nc.us
Year 1 Funding: $730,280 Total (3-Year) Funding: $1,136,905
Number of Schools Served: 1
Number of Students Served: 350

The significantly revised magnet school at Clarkton School of Discovery will be called Learning Connections - a Discovery through Technology program. It will use Curriculum Integrations and Multiple Intelligences in its strategies of teaching and learning, while integrating technology across the basic and elective curricula at the school.

The Clarkton School of Discovery program is being significantly revised because it needs a more attractive, more exciting, and a continued high quality program in order continue to attract students from targeted feeder schools. This is absolutely necessary due to several factors. These factors include more competitive curriculum offerings now being offered at other middle schools, the effects of the comprehensive reorganization of schools that has taken place in the Bladen County School System, and an increase of minority student population at Clarkton School of Discovery over the last three years.

Learning Connections is an innovative program in which technology will be woven throughout the curriculum while using multiple intelligences and connections in all subject areas to address the different ways children learn. The expectation of this innovative curriculum is that it will be unique enough to draw students from targeted feeder schools in order to prevent a return to minority student isolation at Clarkton School of Discovery. It will also provide a means to closing the achievement gap and the digital divide that exists between minority and non-minority students within the school and it will offer opportunities that will develop tangible vocational and professional skills in the student population.

Grantee: Charlotte-Mecklenburg Board of Education, Charlotte, North Carolina
Project Name: Magnet Schools Assistance Program
Project Director: Robbie Kale (980) 343-5030; r.kale@cms.k12.nc.us
Year 1 Funding: $2,019,152 Total (3-Year) Funding: $5,652,397
Number of School Served: 6
Number of Students Served: 3,957

The Charlotte-Mecklenburg County magnet schools project will involve six magnet schools: Winding Springs, Hornets Nest, Huntingtowne Farms, Irwin Avenue and Statesville Road Elementary Schools; and J.T. Williams Middle School.

Each of the six schools will implement significant revisions to their existing magnet programs. At Winding Springs (K-5), the Center for Leadership and Global Economics theme will emphasize global studies and economics to prepare students to be future leaders. Students will form a learning community that fosters teamwork, leadership and decision-making. Community awareness will be integrated into students' understanding of various cultures and global economic resources. Students will be prepared for careers in banking, finance, legal and political systems.

Hornets Nest (K-5) and J.T. Williams (6-8) will implement the Communication Arts theme that focuses on developing thinking skills to express ideas using various forms of media. At Hornets Nest, the Research/Write model will accelerate the writing curriculum through authentic research and technology to process information in innovative ways. J.T. Williams will implement a complementary model, Research, Write, Create and Communicate, to build students' research skills and create program continuity for entering 6th graders.

Huntingtowne Farms, Irwin Avenue and Statesville Road (K-5) will implement the International Baccalaureate/ Primary Years Program. All three schools will implement innovative revisions so that they can be IB-authorized. The program will introduce inquiry-based learning and expand students' awareness of the world through community service projects with a global perspective. Students will focus on international studies, research and technology skills within a transdisciplinary curriculum. They will be introduced to foreign language instruction through various resources.

Grantee: Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina
Project Name: Magnet Schools Assistance Program
Project Director: Janice Sherrill (336) 727-2519; jsherrill@wsfcs.k12.nc.us
Year 1 Funding: $2,393,269 Total (3-Year) Funding: $7,109,,837
Number of School Served: 4
Number of Students Served: 3,747

The Winston-Salem/Forsyth County Schools (WS/FCS) serve more than 47,788 students in 67 school facilities. It is the 5th largest school system in North Carolina. District wide, 49.8 percent of students are white, 34.8 percent are black, 11.1 percent are Hispanic, 1.3 percent is Asian, and 2.8 percent are multiracial.

Despite the district's efforts to achieve voluntary integration through the "Schools of Choice" plan, there are several schools with high minority group isolation and underutilized facilities. Thus, the WS/FCS seeks to reduce minority group isolation at Mineral Springs Elementary School, Mineral Springs Middle School, Parkland High School and Atkins High School with support from the Magnet Schools Assistance Program. These four schools are among those with some of highest minority student enrollment in the district. The chart below details the proposed magnet schools, their themes, and their current minority student enrollment.

This plan will allow elementary students to continue their theme of study at the middle school level. In addition, this magnet school plan will provide for two high schools. Parkland High School will complete the IB programs already offered at the Elementary and Middle School Level while Atkins High School will offer students preparation for a College Career that could possibly provide local employment. This plan is supported enthusiastically by the WS/FCS Board of Education.

Grantee: Multnomah County School District #1, Portland, Oregon
Project Name: Jefferson Cluster Magnet Project
Project Director: Harriet Adair (503) 916-3227; hadair@pps.k12.or.us
Year 1 Funding: $1,755,446 Total (3-Year) Funding: $5,237,460
Number of School Served: 5
Number of Students Served: 2,367

The Portland Public Schools (PPS) Magnet Schools Assistance Program project will establish innovative new magnet programs at the following schools: Jefferson High School, Ockley Green Middle School, Applegate, Beach, and Kenton elementary schools. All of these schools are located in older, inner-city, low-income neighborhoods in North/Northeast Portland, part of Oregon's only federally designated Urban Enterprise Community.

The Jefferson Cluster Magnet Project will advance the goals and priorities of the district's Strategic Educational Action Plan for raising standards-based achievement for all students and eliminating disparities in achievement among various populations (e.g., based on ethnic/cultural background, socioeconomic status); and the district's Educational Options Policy and School Choice Program, designed to help families and students access the school program that best meets their interests and needs. Two of the participating schools, Jefferson High School and Ockley Green Middle School, were identified in November 2003 by the Oregon Department of Education as failing to meet the Adequate Yearly Progress (AYP) requirements established in compliance with the 2001 No Child Left Behind Act (NCLB). Jefferson High School has failed to make AYP for the past two years, and is in Title I "corrective action" status in 2003-04.

The Jefferson Cluster Magnet Project will demonstrate the effectiveness in meeting MSAP goals of an integrated approach to teaching the arts, science, mathematics, and technology education that connects each of the elementary schools to the middle school curriculum, and that is designed to prepare students for success in the grades 9-10 Academies and grades 11-12 content strands at the Jefferson High School magnet program. A distinct hallmark of the Jefferson Cluster Magnet Project will be its extensive collaborative partnerships with local stakeholders and with recognized national models. These partners will include Portland State University, Portland Community College, the University of Portland, Northwest Educational Technology Consortium and Center for Excellence in Teaching and Learning at the Northwest Regional Educational Laboratory, the Grammy Foundation/Bernstein Center, and a wide range of local arts and culture organizations, employers, government agencies, and community-based organizations.

Grantee: Richland School District Two, Columbia, South Carolina
Project Name: Magnet Schools Assistance Program
Project Director: Elaine Delk (803) 738-3273; edelk@richland2.org
Year 1 Funding: $1,999,719 Total (3-Year) Funding: $5,449,335
Number of Schools Served: 4
Number of Students Served: 2,787

Richland School District Two's Magnet Schools Assistance Program will establish and operate two new elementary magnets (K-5), one new middle school magnet (6-8), and one new high school magnet (9-12).

The goal of ImPACT (Improving Performance through Arts, Communication and Technology) is to reduce minority group isolation at Conder Elementary School, Dent Middle School, and Richland Northeast High School *and* to prevent minority group isolation at Forest Lake Elementary School. This initiative creates a cultural corridor which will bring a diverse group of students to the schools in the southern end of the district to participate in high-quality academic magnet programs: an arts infusion school at Conder Elementary, a technology-integrated school at Forest Lake Elementary, a media literacy program at Dent Middle, and a stellar, newly-designed convergence media program at Richland Northeast High School.

The magnet themes reflect the consensus and commitment of educators, parents, and the community to advancing arts, communication, and technology skills in order to prepare a qualified workforce for the 21St century. These magnet programs are consistent with both the district's instructional mission and national, state, and local systemic reform initiatives. The curricula and project activities at the lower grades are designed to articulate smoothly into the convergence media program at the high school.

Grantee: Hamilton County Department of Education, Chattanooga, Tennessee
Project Name: Magnet Schools Assistance Program
Project Director: Joanne Smith (423) 209-8473; smith_joanne@hcde.org
Year 1 Funding: $1,973,881 Total (3-Year) Funding: $5,980,443
Number of Schools Served: 3
Number of Students Served: 2,514

Magnet Schools Assistance Program funds will support the restructuring of three low-performing, minority group isolated high schools into magnet schools featuring career academies that will be capable of attracting more diverse student bodies. The schools are Brainerd High School, Howard High School and Tyner High School.

These three high schools will be restructured into smaller learning communities to better meet the educational needs of its students. Research has found that small schools, or smaller school units can better meet the needs of students because of the increased personalization of the high school experience.

Each of the high schools that are part of this project will be divided into several academies.

- Brainerd High School will implement two academies: ACE (Arts, Communications and Education), and ITBS (Industry, Technology, and Business Systems).

- Howard High School will implement three academies: Multimedia and Communications. Architectural Design and Construction, and Social Services;

- Tyner High School will implement three academies: Information Systems; Science; Pre-engineering.

Grantee: Jackson-Madison County Consolidated School System, Jackson, Tennessee
Project Name: Magnet Schools Assistance Program
Project Director: Debra D. Owen (731) 664-2531; ddowen@jmcss.org
Year 1 Funding: $2,864,767 Total (3-Year) Funding: $8,747,320
Number of Schools Served: 5
Number of Students Served: 2,361

Alexander Elementary School will be a Microsociety Magnet, whose primary goal is to prepare students to become active, caring, responsible citizens by multiplying opportunities for success. This program allows children to create a miniature society in the school; adapts instruction to real world experience; incorporates democratic ideals and entrepreneurship; and helps children to develop positive attitudes toward learning, school, themselves and their community.

Arlington International Leadership School will focus on local, state, national and international history, geography, citizenship and leadership studies. Students will study history, geography, citizenship and leadership through *Integrated Thematic Instruction* and Core *Knowledge,* following the Jackson-Madison County School District's social studies curriculum in civics, economics, geography and history.

The Jackson Intermediate Career Exploration Technology Magnet School will pursue a challenging and rigorous curriculum that integrates technology with career exploration in science, medicine, engineering, and communications through thematic instruction and problem based learning. Jackson's career focused theme is designed to provide students with the necessary skills needed for the world of work in a variety of careers.

The magnet curriculum at the Isaac Lane Career Exploration Technology Ma net will consist of integrated thematic units covering the four career areas, delivered with a high degree of sophisticated technology and an emphasis on communication skills. These thematic units will consist of science, health, engineering and communications. Each of these themes will have sub-units that relate to prime career opportunities in Jackson-Madison County.

North Parkway Elementary will be a Multiple Intelligences Talent Development School founded on a belief in Effort-Based Education and Multiple Talents and the Intelligence of all children. Students will have the opportunity to explore their individual intelligences through linguistic, logical-mathematical, musical, naturalistic, spatial, bodily kinesthetic, interpersonal, intrapersonal and naturalist activities. This will allow the school to teach to the whole child while offering each one an opportunity to be exposed to various art forms such as string instruments, drama, keyboard, and drums.

Grantee: Longview Independent School District, Longview, Texas
Project Name: Longview Magnet Schools Project
Project Director: Jennifer Scott (903) 381-2242; jscott@lisd.org
Year 1 Funding: $2,855,097 Total (3-Year) Funding: $6,896,854
Number of Schools Served: 5
Number of Students Served: 1,945

Longview ISD' project under the Magnet Schools Assistance Program supports its court-ordered desegregation plan and comprehensive school reform efforts. The Department of Justice is urging the district to address increasing minority group isolation caused by demographic changes and the educational needs of students, stating ". . *we encourage the District to consider creative approaches to further [desegregate] the school system, such as establishing magnet schools. "*

To meet the challenge of new, more rigorous state student performance standards, the district proposes to transform teaching and learning by establishing exemplary educational programs in five schools that are heavily minority group isolated. These new magnet schools will serve as a catalyst for systemic change across the district while meeting the educational, cognitive, and social needs of its students.

The magnet programs have been purposefully designed to provide a seamless, high quality, coherent education that is articulated from pre-kindergarten to eighth grade. The project features an early childhood Montessori program and International Baccalaureate (IB) programs in grades one through eight. The Montessori and IB instructional programs provide high quality, hands-on, inquiry based learning experiences in technology-rich environments.

The programs will assist the district in its efforts to implement systemic reform. The International Baccalaureate and Montessori programs require profound changes in instructional methods and curriculum design that are based upon best practices. The complementary relationship between the programs suggest that the district is moving to a *system of* magnet schools that are linked pedagogically and will provide a platform for building capacity within the district for continuous improvement.

The schools involved in this project are—

- G.K. Foster Montessori
- J.L Everhart International Baccalaureate
- PWP International Baccalaureate
- McClure International Baccalaureate
- Forest Park International Baccalaureate

Grantee: Victoria Independent School District, Victoria, Texas
Project Name: Equity, Excellence and Educational Choices
Project Director: Martha Pedersen (361) 788-9270; marty.pedersen@visd.com
Year 1 Funding: $2,808,549 Total (3-Year) Funding: $6,884,284
Number of Schools Served: 4
Number of Students Served: 1,605

The Victoria ISD magnet school project is built around developing students' science literacy and global understandings in 21st Century learning settings. This project will offer families additional educational choices and a new look at how exciting and fun learning can be. There will be four magnet schools participating in this MSAP project.

F.W. Gross Elementary Magnet School is revising its magnet theme to include Montessori Cultural Studies as part of their upper elementary curriculum. The Montessori Cultural Studies teaches concepts of geography and history through the following four areas: functional geography, cultural geography, political geography, and physical geography. By studying these four areas of geography students gain a rich understanding of how mankind has adapted and developed over time and throughout the world.

Rowland Elementary Magnet School is a new magnet school that has chosen a Medical Science magnet theme. From Habits of Mind to life-time healthy habits, the whole child and family will be developed as part of this dynamic learning environment. Using a biological model for organizing their school, the Rowland staff has developed exciting learning experiences around the context of the medical community.

Smith Elementary Magnet School will be another new magnet school. Smith has identified science literacy as a major part of their neighborhood students' academic needs. The magnet theme will be marine science. This science-based curriculum provides academic rigor using higher order thinking and analytic skills to create a quality-learning model. The marine science theme will create significant community interest for this elementary school.

Profit Magnet High School has chosen the idea of a 21st Century Renaissance as its magnet theme. This renaissance or rebirth refers to the school's emphasis on developing students emotionally, physically, and academically. Profit has chosen to adopt the Expeditionary Learning systemic reform model which builds students' minds, emotions, character, and strength. Using media and graphic arts as an applied arts focus, students will be engaged and highly motivated as they develop both individually and collectively, through their high school experience.

Grantee: Wichita Falls Independent School District, Wichita Falls, Texas
Project Name: A World Vision Transcending Boundaries
Project Director: Jan Banner (940) 720-3269; jbanner@wfisd.net
Year 1 Funding: $2,777,887 Total (3-Year) Funding: $7,969,214
Number of School Served: 4
Number of Students Served: 2,091

Wichita Falls, Texas, a city of 104,000 people north of Dallas on the Red River, will implement four significantly revised magnet schools in this proposal.

The instructional strand selected for the four participating schools is the International Baccalaureate Program (IB) with a focus on aerospace, environment, multimedia, and medical topics of study. Full integration of technology and research in all areas of study will be primary to the total program.

The IB Primary Years Program (PYP) will be implemented at Lamar for grades K-3 and at Washington/Jackson for grades 4-6. The IB Middle Years Program (MYP) will be implemented as a partnership of Hirschi High School (grades 9-10) and Kirby Junior High (grades 7-8). The existing authorized IB Diploma Program at Hirschi High School for grades 11 and 12 will complete the strand and form consistency for students K-12. A research model that begins in kindergarten and progresses through grade twelve is to be developed along with a technology component that will be a powerful tool for organizing and analyzing information and for modeling concepts and underlying structures.

Grantee: Tacoma Public Schools, Tacoma, Washington
Project Name: Bryant Montessori School
Project Director: Lynne Rosellini (253) 571-2534; lrosel@tacoma.k12.wa.us
Year 1 Funding: $357,968 Total (3-Year) Funding: $955,502
Number of School Served: 1
Number of Students Served: 340

The Bryant Montessori School Magnet Schools project will reduce minority group isolation by expanding an existing magnet school and creating a new Montessori middle school component that builds Bryant's Montessori Program through Grade 8 by the end of the project.

The Montessori Program is a specialized and individualized method of teaching that builds on the child's innate love of learning, allowing students in multi-age classrooms to work at their own developmental levels and to work cooperatively with other students. Self-discipline and responsibility are inherent in the curriculum.